

Social Contexts for Assessment During the Early Twentieth Century

Efficiency and Scientific Management

NEW YORK (continued).

Wells College

Aurora, N. Y.

Wells College aims to be thorough in the efficiency and cultural value of its instruction. It was founded in 1868 by Henry Wells, Esq. (originator of Wells-Fargo Express Co.), and was subsequently the recipient of gifts from him and from Mr. Edwin B. Morgan. The spirit of Wells College is progressive; its courses of study have been broadened, and its standard for entrance and graduation raised until it is now among the foremost in its educational facilities. Young women who intend taking a college course are invited to send for the prospectus of Wells College, or, if possible, to give it a personal inspection.

Address **WILLIAM E. WATERS, President.**



"Every Time the Machinist Made a Move the Young Man Clicked the Watch and Made an Entry in His Book."

Frederick Winslow Taylor's investigates time management at the Midvale Steel Company.

Charts Numbers 7, 8, and 9 show the apportionment of every dollar expended for instruction in the Newton High, the Newton Technical, and the Newton Vocational schools respectively.

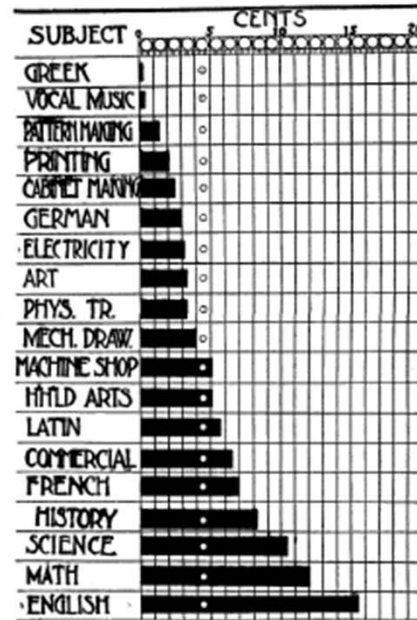


CHART VI.—Relative valuation of different subjects in the Newton secondary schools as shown in the apportionment of every dollar expended for instruction.

Comparison of the costs of the same unit under different conditions is perhaps the best starting-point for a campaign to reduce unit costs or to improve the quality of units of service. To be of any practical value, such

“We think it best—or are we doing it without thinking?— to buy 7 cents’ worth of French for every 3 cents’ worth of German; and we are buying no Spanish at all.”

Spaulding, F. E. (1913) *The Application of the Principles of Scientific Management*, pp. 268-269.



Press Illustrating

MISS TARBELL AT HER DESK

FEAR OF EFFICIENCY

BY IDA M. TARBELL

The Independent, July 17, 1917, p. 19

Scientific management found a whole-hearted champion yesterday in Miss Ida Tarbell, the magazine writer, who testified before the Federal Commission on Industrial Relations at the City Hall. Like other witnesses, she spoke of the unrest among the laboring men and set it down to their desire to better themselves, but, unlike labor unions, she contended that the great remedy for present conditions would be the principle of scientific management sympathetically and fairly applied with the co-operation of the employes to give it a fair chance of success.

The New York Times, January 20, 1915

“If Spanish textbooks are to be made efficient tools for both master and apprentice they should be examined, inspected and approved before they are put into use. No up-to-date, progressive factory would allow any of its products to leave the premises before receiving the inspector’s stamp. In view of existing conditions the same principle should apply to textbooks in Spanish (p. 92).

Dale, G. I. (1922). The function of the textbook reviewer.
Hispania 5(2), 87-95.

Each generation produces its own guides. Unfortunately some of these guides believe themselves to be prophets with entirely new and revolutionary thoughts and theories. They are quite sincere in their belief, and therefore, alas, never fail to invent what they proudly call "the best method".

Peter Hagboldt, 1932

“Institutional and faculty assessment of student learning has been conducted in the context of an increasing public concern with accountability in higher education. Among the streams of thought feeding the concern with the quality of student learning are the growing demands on limited financial aid funds, growing numbers of students seeking to attend a relatively stable number of higher education institutions, and **increased public concern with the role and purpose of higher education in society**. This public interest may be termed accountability ...”

Beno, Barbara. (2004). “Assessing Student Learning Outcomes,” in *New Directions for Community Colleges*, 126: 65-66.

Individual Faculty Assessment Analysis Form

- SLO Assessed
- Assessment Tool/ Assignment
- Assessment Results
- Next Step in the Classroom to Improve Student Learning
- Next Step in the Department to Improve Student Learning

SLOs: A Rocky Reception

- Imposition from without, above: “Just do them.”
- Déjà vu and cynicism: “The new best method”.
- Redistribution of resources to build/sustain the SLO industry.

Workbooks

[Writing Instructional Outcomes](#)

[Writing Student Services SLOs](#)

[Assessing Instructional SLOs](#)

[Assessing Student Service SLOs \(Coming Soon\)](#)

[How to Create a Grading Rubric](#)

[AUO Primer](#)

[Program Chairs Handbook](#)

Tools

[SLO Tracking Tool](#)



[Student Learning Outcomes](#) >

Program Chair Resources

General Help

- [Program Chairs Handbook](#)

CurricUNET SLO Assessment Module

- [Department Training Schedule and Overview](#)
- [PC Help Manual](#)
- [Help Manual for Individual Faculty](#)

Assessment Scheduling Tools

- [Assessment Planning Grid CTE](#)
- [Assessment Planning Grid Basic Skills/Transfer](#)
- [Sample Planning Grid CTE](#)
- [Sample Planning Grid Basic Skills/Transfer](#)

- [Revolving Wheel of Assessment for Basic Skills and Transfer Departments](#)
- [Revolving Wheel of Assessment for CTE Departments](#)

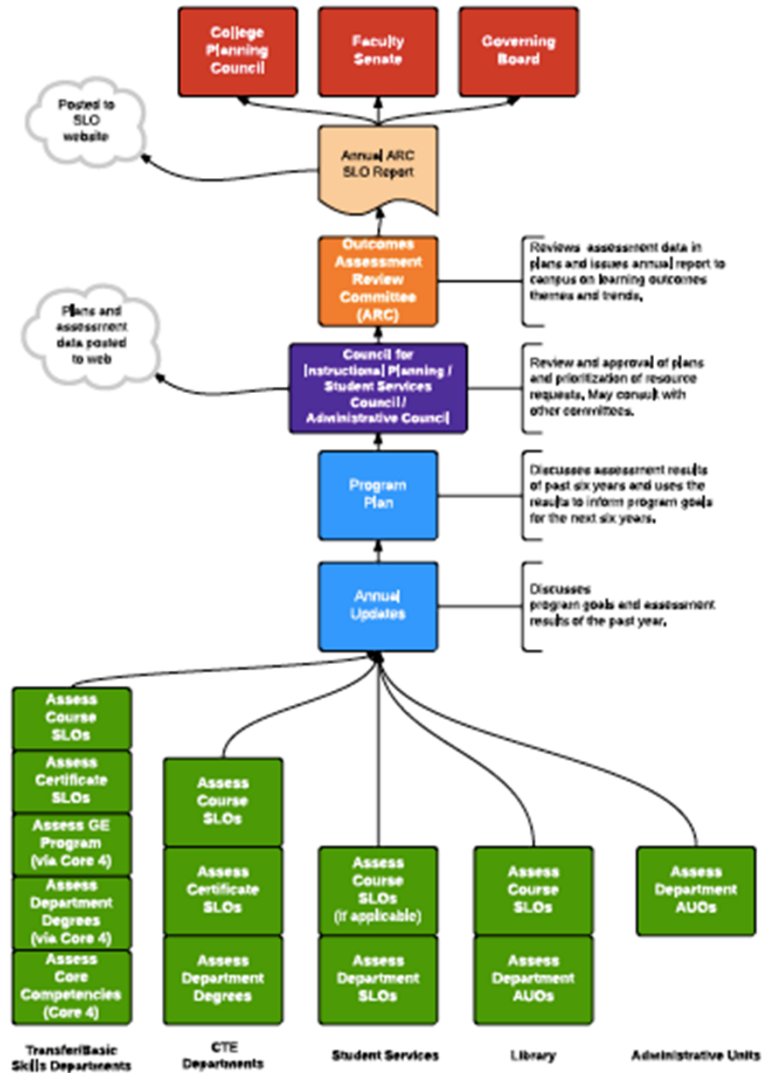
Accelerating SLO Assessment

- [Course SLO Assessment Express](#)
- [CTE Certificate Assessment Express](#)
- [Core 4 Assessment Express](#)

Power Point Presentations

- [SLO Work for Program Chairs \(Spring 2012\)](#)
- [Tools for Program Chairs \(Fall 2012\)](#)

Cabrillo's Outcomes Assessment Process



SLOs: A Rocky Reception

- Imposition from without, above: “Just do them.”
- Déjà vu and cynicism: “The new best method”.
- Redistribution of resources to build/sustain the SLO industry.
- SLOs considered a burden of busywork.
- The atomistic assessment of overly-broad outcomes.
- Conflation of ACTFL proficiency guidelines with SLOs.
- Accountability confounded with vocational goals.
- The adjunct-run programs: “I’m not paid for that”.
- No forum for expressing dissent.

Third-semester SLOs

- Engage in social and thematic conversations, providing and obtaining information, expressing feelings and exchanging opinions on specific topics.
- Understand and interpret written and spoken language on specific topics and in uncomplicated brief works of literature or journalism.
- Write short simple letters, essays and descriptions in the major verb tenses.